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Perceived Coaches' Attributes and Level of Fitness Skills Performance Among Student-Athletes

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Abstract. Good engagement of sports towards education enables the students to balance academic learning and sports skill acquisition. This study sought to find the relevance of coaches' attributes on the result of evaluation to the performance of student-athletes to produce successful athletes and coaches. It utilized descriptive-correlational research design to determine the significant relationship between attributes of school coaches and sport fitness skill performance of N=162 student-athletes. Instruments used were standardized Coaching Behavior Scale for Sports CBS-S and Standardized Sports Performance Physical Fitness Skill Test. The results disclosed that the sports fitness performance of the student-athletes according to cardiovascular endurance, agility, muscular strength, and flexibility were on highest level; power, reaction-time, and speed were on high level; balance was on average level; muscular endurance and coordination were on low level. It is concluded that the behavior of a coach may determine his competency in designing effective training, hence influence excellent achievement among athletes. Thus, an active engagement of sports towards education enables the students to balance academic learning and sports skill acquisition.

Key words: Coaches' Attributes, Sports Fitness Skills Performance, Student-Athletes

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INTRODUCTION

Coaching is one of the most special and important professions anyone can choose because the young men and women who participate in high school sports are so valuable. Coaches have an opportunity to foster both athletes' emotional and physical development. The path to coaching success begins with defining a philosophy to guide efforts.

In the Philosophy for Coaching High School Athletes, it is the coach who frames the sport experience of the athlete. Therefore, a high school coach must possess the attribute, quality, characteristic, trait, feature, element, aspect, and distinction to be able to suit these diverse roles and to be able to positively influence their athletes to continue their skills and become future coaches as well (De Frantz,.2018). However, in reality, not all coaches who coached student-athletes are trained coaches because most of them are academic teachers who have no knowledge and training about coaching yet became coach because they were told to do so to fill-in the lack of manpower in coaching all events in sports.

Philippines Department of Education (DepEd) envisions good engagement of sports towards education which enables the students to balance academic learning and sports skill acquisition. Obviously, the government must not only hire qualified Physical Education teachers/coaches in Junior High Schools but a qualified and experience-equipped teacher who could possibly be knowledgeable in coaching. Yet, an assessment has to be made to support this idea. Hence, this study had determined the coaches' attributes in relation to student-athletes' sports performance.

Furthermore, this study looked into the effects of the variables to help explain the findings of the study, considering the student-athletes as respondents associated with their fitness skill performance. In accordance to this study, a modified questionnaire and a standardized Specialized Sports performance

assessment test given to respondents in gathering the needed data for the study.

METHOD

Study Population

This study administered stratified random sampling from the junior high school Special Program in Sports students, Grades 7 to Grade 10 of Iligan City using Cochran formula. There were total of 225 student-athlete respondents in the study. Using Cochran method, there should be at least 143 samples out of the said population. Yet, because of the availability of the respondents, there were a total of 162 student-athlete-respondents who thoroughly finished the 3-day tests as the researcher implemented the gathering of data.

Data Collection Procedure

The respondents answered three parts of questionnaires. The first part was about the respondents' profile. Second part is the standardized Perceived Coaches Attributes using Coaching Behaviour Scale for Sports (CBS-S). This instrument was completed only by the athlete-respondents. Athletes responded to statements based upon their perceptions of their coaches' attributes. Lastly, respondents performed Standardized Sport Fitness Performance Skill Tests. Questionnaires and skill testing were given to the respondents and was assisted by the researcher's assistants.

Instrumentation

The Coaching Behavior Scale for Sport (CBS-S) is designed to evaluate coaches' involvement in developing athletes, taking into considerations the complex training and competition environment. Coaching Behavior Scale for Sport (CBS-S) developed by Côté and colleagues, which was adapted to the context of digital coaching. As pointed out by Jain et al. (2018), CBS-S has been used in many empirical studies, for example in Koh et al. (2014) and recommended as a useful instrument for measuring effective coaching. The CBS-S is grounded in coaches' and athletes' experiences, and it has originally been developed for assessing coaching behaviors from athletes' perspective and was co-created with coaches and athletes (Côté et al., 1999; Baker et al., 2006). Prior to the actual administration of the questionnaire, pilot-testing was conducted to determine the reliability of the test questions. There were 30 student-respondents who participated in the pilot testing. These student-athletes were from Senior High School Sports Track and were not included as respondents of the study. After the conduct of the pilot-testing, it was analyzed using Cronbach alpha as statistical tool. The result was .947; thus, the questionnaire is highly reliable.

Finally, a standardized Physical Fitness Tests with corresponding standardized score scale or norms were used for the evaluation of the respondents' physical fitness results. The standardized Physical Fitness Test (PFT) by Cagas (2016) stipulated in DepEd manual was utilized.

Data Analysis

Using Statistical Package for the Social Science (SPSS) version 2.0., data collected were analyzed as follows ; frequency and percentage, to determine profile of the respondents and to determine the respondents' assessment to their coaches' attributes, mean, to determine the respondents' sport fitness skill performance, Pearson correlation coefficient, to test the relationship between variables and ANOVA using F-test, to test significant difference between variables.

RESULT AND DISCUSSION

Table 1. Distribution on the Difference of the Respondents' Sport Fitness Skills Performance When Grouped According to Their Academic Grade

Sport Fitness Skills Performance	F- Value	P- Value	Decision on Ho2
Cardiovascular Endurance	4.422	0.005	Reject
Muscular Endurance	1.025	0.383	Failed to Reject
Muscular Strength	.665	0.575	Failed to Reject
Flexibility	1.131	0.338	Failed to Reject
Agility	2.356	0.074	Failed to Reject

Balance	.604	0.614	Failed to Reject
Coordination	.295	0.829	Failed to Reject
Power	4.267	0.006	Reject
Reaction-time	.943	0.421	Failed to Reject
Speed	2.321	0.077	Failed to Reject
Overall	2.893	0.037	Reject

It is evident that student-athlete-respondents' sport fitness skill performance has significant difference in terms of cardiovascular endurance and power when grouped according to their academic grade. On the other hand, student-athlete respondents' sport fitness skill performance has no significant difference in terms of muscular endurance, muscular strength, flexibility, agility, balance, coordination, speed, and reaction-time when grouped according to their academic grade.

The result opposes to Vallabadoss (2017) who concluded that reaction time has a significant difference to their academic performance. Likewise, Chagas et al (2016) on their research titled "Relationship Between Motor Coordination and Academic Achievement in Middle School Children" concluded that coordination has a significant difference with the academic achievement of the student. The study reveals that student-athlete-respondents' sport fitness skill performance has significant difference when grouped according to their academic grade. The better the coordination, the higher is the performance, which satisfy the data gathered. During the experiment the research observed that students with high coordination and reaction time have higher grades compared to those with low coordination and reaction.

Based on the result, the decision is to reject the null hypothesis number 2 with a p-value of 0.037 which affirms that there is a significant difference in the student-athletes' sports fitness skills according to their profile in terms of academic grade. This implies that the higher the sports fitness skill performance of the student-athlete-respondents, the higher is their academic grade. This shows positive correlation among two variables, SFSP and academic grade.

Table 2. Result of the Difference of the Respondents' Sport Fitness Skills Performance When Grouped according To Their Highest Recognized Sport Competition Joined

Sport Fitness Skills Performance	**F- Value**	**P- Value**	**Decision on Ho2**
Cardiovascular Endurance	.854	0.493	Failed to Reject
Muscular Endurance	6.032	0.000	Reject
Muscular Strength	2.787	0.028	Reject
Flexibility	1.115	0.352	Failed to Reject
Agility	2.240	0.067	Failed to Reject
Balance	4.079	0.004	Reject
Coordination	2.647	0.035	Reject
Power	4.340	0.002	Reject
Reaction-time	4.027	0.004	Reject
Speed	3.463	0.010	Reject
Overall	5.915	0.000	Reject

The data show that the student-athlete-respondents' sport fitness skill performance has significant difference in terms of muscular endurance, muscular strength, balance, coordination, speed, reaction-time, and power when grouped according to their highest recognized sport competition joined. On the other hand, student-athlete-respondents' sport fitness skill performance has no significant difference in terms of cardiovascular endurance, flexibility, and agility when grouped according to their highest recognized sport competition joined. The result reveals that student-athlete-respondents' sport fitness skill performance has significant difference when grouped according to their highest recognized sport competition joined.

Based on the result, the respondents whose sport competition joined is highly marked good in their sports fitness skill performance while respondents whose sports competition joined is higher were marked excellent in their sport fitness skill performance. This implies that the higher the respondents' sports competition joined, the higher is their sports fitness skill performance. This shows positive correlation among two variables, highest sports competition joined and sports fitness skill performance.

Thus, the decision is to reject null hypothesis number 2 with a perfect p-value of 0.000 which strongly affirms that there is a significant difference in the student-athletes' sports fitness skills according to their profile in terms of highest level of sports competition joined.

Table 3. Test of Difference in the Student-Assessment of Coaches' Attributes and their Age

Coaches' Attributes	F- Value	P- Value	Decision on Ho3
Competition Strategies	2.377	0.041	Reject
Technical skills	1.204	0.310	Failed to Reject
Positive Personal Rapport	0.297	0.914	Failed to Reject
Negative personal Rapport	2.571	0.029	Reject
Mental Preparation	1.935	0.091	Failed to Reject
Physical Training & Planning	2.165	0.061	Failed to Reject
Overall	0.363	0.873	Failed to Reject

As indicated in the table 3, student-athletes' assessment of coaches' attributes has significant difference in terms of competition strategies and negative personal rapport with both p-value lesser than 0.05 when grouped according to their age which affirms to reject null hypothesis 3. On the other hand, the remaining four coaches' attributes got a p-value of greater than 0.05 which affirms a decision as failed to reject null hypothesis number 3 stating that 'there is no significant difference in the student-athletes' assessment of coaches' attributes and the student- athletes' profile" in terms of age.

Thus, the result of the study indicates that coaches' assessment attributes and the student- athletes' profile has no significant difference when grouped according to their age with a P-value of 0.873. Thus, null hypothesis number 3 in this study is accepted. The result of this study opposes to Adler,(2003)…successful athletes traditionally start training at a young age because it takes several years to develop the technical skills. Accordingly, respondents of this study were the most active during the physical activities, whose result affirms the statement from the Bureau of the Census (2016) that young learners ages 12- 18 years old are particularly active participants of indoor and outdoor physical activities because they are the fastest growing segment of the population that carries the greatest proportion of active healthy members of the community. Therefore, age is a significant factor in student-athletes' sport performance but the result of this study resulted differently.

Table 4. Test of Difference in Student-Athletes' Assessment of Coaches' Attributes and their Sex

Coaches' Attributes	F- Value	P- Value	Decision onHo3
Competition Strategies	0.122	0.727	Failed to Reject
Technical skills	2.198	0.140	Failed to Reject
Positive Personal Rapport	0.841	0.360	Failed to Reject
Negative personal Rapport	1.423	0.235	Failed to Reject
Mental Preparation	2.413	0.122	Failed to Reject
Physical Training & Planning	0.794	0.374	Failed to Reject
Overall	1.119	0.292	Failed to Reject

It can be drawn in the table that student-athletes' assessment of coaches' attributes have significant difference in all six (6) sub-scales of CBS-S with a p-value greater than 0.05 when grouped according to their sex which affirms to accept null hypothesis 3 stating that 'there is no significant difference between in the student-athletes' assessment of coaches' attributes and the student- athletes' profile in terms of sex.

Thus, the result of the study states that student-athletes' assessment of coaches' attributes and the student- athletes' profile has significant difference when grouped according to their sex with a P-value of 0.292. Thus, null hypothesis number 3 in this study is accepted. According to the study of Deaner (2016)] "a sex difference in the predisposition for physical competition stating that males can play sports much more than females..", there is much evidence indicating that men experienced an evolutionary history of physical competition, both one-on-one and in coalitions. It hypothesized that, compared to girls or women, boys or men possesses greater motivational predisposition that they will

be more interested in sports, especially team sports. However, the result of the study contradicts the above-mentioned statement because based on the outcome of this study, both male and female were generally active participants of sports.

Table 5. Test of Difference in Student-Athletes' Assessment of their Coaches' Attributes and their Type of Sports

Coaches' Attributes	F- Value	P- Value	Decision on Ho3
Competition Strategies	4.107	0.000	Reject
Technical skills	2.037	0.016	Reject
Positive Personal Rapport	1.307	0.205	Failed to Reject
Negative personal Rapport	1.213	0.268	Failed to Reject
Mental Preparation	0.845	0.627	Failed to Reject
Physical Training & Planning	1.032	0.426	Failed to Reject
Overall	0.954	0.507	Failed to Reject

As shown on the table, student-athlete Coaches' Attributes have significant difference in terms of competition strategies and technical skills with both p-value is less than 0.05 when grouped according to their engaged type of sports which affirms to reject null hypothesis 3. This is supported by Hoefs (2016) that the effects of sport coaching differ from the type of sports in a number of ways. On the other hand, the remaining four coaches' attributes got a p-value of greater than 0.05 which affirms a decision as failed to reject null hypothesis number 3, stating that 'there is no significant difference in the student-athletes' assessment of coaches' attributes and the student- athletes' profile" in terms of student-athletes' type of sports.

The result reveals that the type of sport which has the highest number of respondents is Taekwondo. In the Philippines, young nowadays are fan of Korean dramas available online, and since Taekwondo is from Korea and uses commands using Korean language, this might be the reason why Taekwondo is mostly the chosen sport of student-athletes. The result entails that student-athletes' assessment of coaches' attributes and the student- athletes' profile has no significant difference when grouped according to student-athletes' type of sports with a P-value of 0.507. Furthermore, this study entitled *Coaches' Attributes and Level of Fitness Skills Performance Among Student-athletes* failed to reject null hypothesis number three (3).

Table 6. Test of Difference in Student-Athletes' Assessment of their Coaches' Attributes and their Academic Grade

Coaches' Attributes	F- Value	P- Value	Decision onHo3
Competition Strategies	2.438	0.091	Failed to Reject
Technical skills	4.685	0.011	Reject
Positive Personal Rapport	2.606	0.077	Failed to Reject
Negative personal Rapport	1.249	0.290	Failed to Reject
Mental Preparation	0.094	0.910	Failed to Reject
Physical Training & Planning	2.963	0.055	Failed to Reject
Overall	2.047	0.132	Failed to Reject

The result divulges that student-athletes' assessment of coaches' attributes has significant difference in terms of technical skills with both p-value of 0.011 which is less than 0.05 when grouped according to their academic grade which leads to reject null hypothesis 3. On the other hand, the remaining five coaches' attributes got a p-value of greater than 0.05 leading to a decision as failed to reject null hypothesis number 3 which states that 'there is no significant difference in the student-athletes 'assessment of coaches' attributes and the student- athletes' profile" in terms of academic grade.

Thus, this result suggests that student-athletes' assessment of coaches' attributes and the student-athletes' profile has no significant difference when grouped according to their academic grade with a P-

value of 0.132. Thus, null hypothesis number 3 in this study is accepted. However, the result of this study contradicted to Adler & Adler, (2003) stating that student athlete's academic performance is significantly affected by coaches' intervention in their academic lives.

Table 7. Test of Difference in Student-Athletes' Assessment of their Coaches' Attributes and their Highest recognized Sport Competition Joined

Coaches' Attributes	F- Value	P- Value	Decision on Ho3
Competition Strategies	1.007	0.406	Failed to Reject
Technical skills	0.914	0.457	Failed to Reject
Positive Personal Rapport	0.426	0.790	Failed to Reject
Negative personal Rapport	1.251	0.292	Failed to Reject
Mental Preparation	0.771	0.546	Failed to Reject
Physical Training & Planning	0.795	0.530	Failed to Reject
Overall	1.696	0.154	Failed to Reject

As disclosed in the table, student-athletes' assessment of their coaches' attributes has significant difference in all six (6) sub-scales of CBS-S with a p-value greater than 0.05 when grouped according to their sex which affirms to accept null hypothesis 3, stating that 'there is no significant difference in the student-athletes' assessment of their coaches' attributes and the student- athletes' profile" in terms of highest competition joined.

International level is the highest possible competition aimed by the student-athletes and is the most difficult level to achieve; however, this level got the lowest frequency and percentage as revealed in this study. Thus, the result signifies that student-athletes' assessment of coaches' attributes has significant difference when grouped according to their highest competition joined with a P-value of 0.154. Thus, null hypothesis number 3 in this study is accepted. The results indicated that instruction and training together with positive feedback were student-athletes' most preferred leadership dimensions. Likewise, results proved findings from previous studies stating that autocratic behavior is their least preferred leadership dimension. Moreover, according to Pitts et al., (2018), student-athletes participating in higher level sports competition preferred more on democratic behavior leadership dimension.

CONCLUSION

This study concludes that student-athletes' assessment of coaches' attributes is significantly related with the student-athletes' level of physical fitness performance. It has authenticated in this study that the behavior of a coach determines the competency in designing effective training, hence influence excellent achievement among the athletes. Moreover, a competent coach that gives high satisfaction to his athletes motivates them to perform confidently in their games. Therefore, a competent coach should possess skills in choosing the right approach, technique and tune of language when approaching their athletes.

Based on the conclusion of the study, it is recommended that student-athletes must focus on the assessment of their performance in correlation with their coaches' attributes and that coaches must establish good relationship with athletes to help each other for coach must understand what motivates or drives his/her athletes. It also highlights a personal, caring approach on the part of the coach—demonstrating that the coach sees the player as more than just a ticket to victory.

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